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ABSTRACT

This teaching unit, one of a series of eight, describes home front activities from the perspective of one business and can be used to supplement class discussion of World War I. It can be used in one or two class periods of U.S. history, world history, sociology, economics, or business. The unit consists of a teacher's folder with accompanying student materials that can be duplicated and distributed. Materials from the Procter and Gamble Archives are used to implement activities. This unit sets the scene for classroom discussion of home front activities, specifically those of the business community. The activities define the wartime situation and present actions taken by businesses to carry out their responsibilities. The unit focuses on the home front activities of Procter and Gamble during the war. An overview, objectives, teaching procedures, class activities, student handouts, vocabulary lists, and ways to use economic concepts to understand historical developments are provided. The unit is illustrated with contemporary photographs. (SM)

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WORLD WAR I. THE HOME FRONT: HOW A U.S. CORPORATION RESPONDED. PERSPECTIVES.

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Perspectives
From Procter & Gamble Educational Services

$1.95

WORLD WAR I
THE HOME FRONT

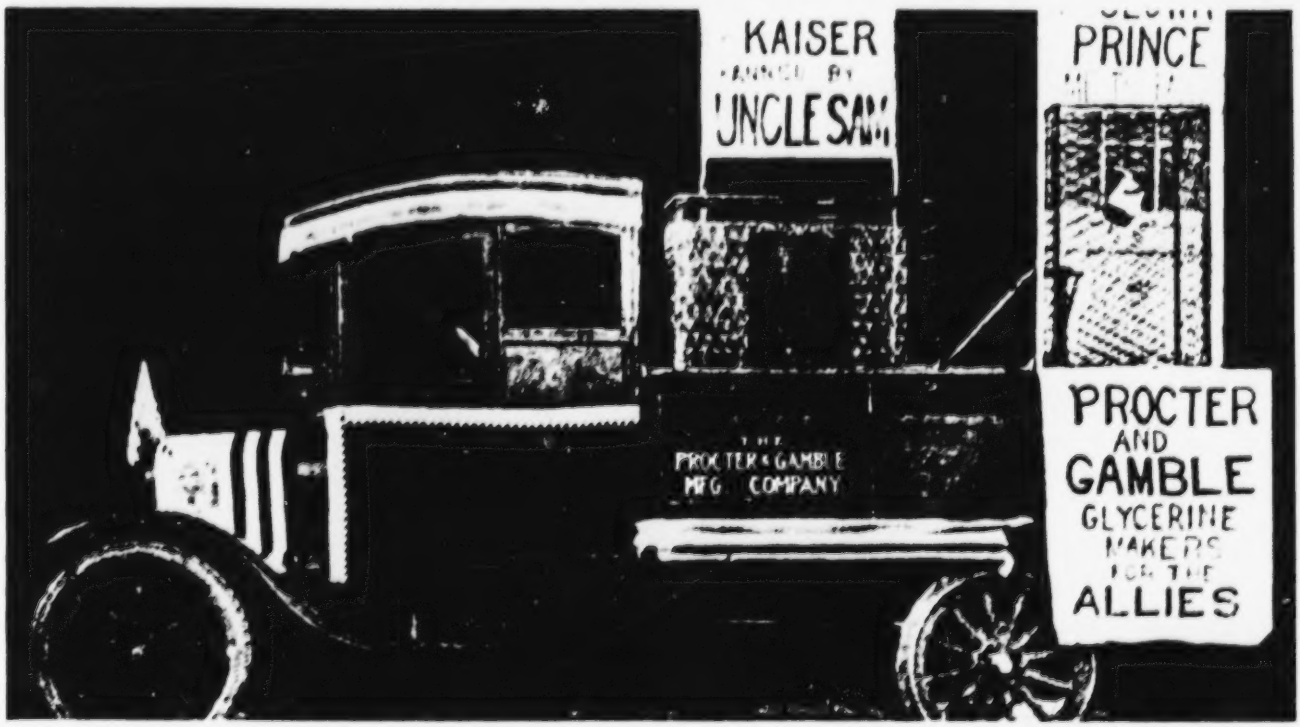
How a U.S. corporation responded

America's entry into World War I in April, 1917 laid down two major sets of challenges for every aspect of our society: first and foremost was how to gain a speedy end to aggression—to complete the Great Crusade. The other critical challenge was how to keep all the pieces together at home so that one day we could return to more stable conditions.

So it was with those businesses which recognized the need to maintain profitable operations if they were to still be in business after the war, yet found the time and manpower to join the war effort.

This unit gives one perspective of Home Front activities and can supplement classroom discussions of World War I. It can be used in one or two class periods of U.S. History, World History, Sociology, Economics or Business. The unit consists of this teacher folder with accompanying student materials which can be duplicated and distributed. The unit can be used for grades 7-12, all ability levels.

This unit, one in a series (see back cover), relies heavily on material from the Procter & Gamble Archives. The experiences of one company can serve as a starting point for students to discover World War I home front activities in other companies, especially in their own communities.



All illustrations in this folder show typical posters and activities that were part of World War I "Home Front Efforts" in Cincinnati, Ohio.

Overview

(While most textbooks focus on great deeds and battles of World War I, this Overview sets the scene for classroom discussion of some home front activities, specifically those of the business community.

Read the Overview and review all inserts before attempting activities. You will find these few minutes well spent.)

Part I: The Situation

After years of international tension, the 1914 assassination of an Austrian archduke and duchess was the single spark that ignited World War I. The conflict swept across Europe, changing not only boundaries but nearly every interest and characteristic of human life.

For three years the United States tried to stay out of the "European Conflict." American sympathies were divided as first Great Britian and then Germany broke international law in preventing American merchant ships from bringing supplies to the other side.

These activities increased the costs of American producers, threatened their profits, and created the beginning of a readiness for Americans to go to war.

One of the events triggering America's entry into the war was the discovery of a German attempt to enlist the aid of Mexico against the United States by promising them the recovery of Texas, Arizona, and New Mexico as spoils. On April 6, 1917, the United States declared war on Germany.

While thousands of Americans went off to fight, Americans on the home front buckled down to do their part. What happened "over there" had a profound effect on the homes, farms, factories, and offices of the U.S.

Overall, a decrease was necessary in the country's production of

goods and services available in peacetime. This freed workers, machines, and materials to produce goods and services required for the war.

Raising, equipping, and transporting the more than 4,000,000 soldiers who would make up our armed forces required sacrifice on the part of all facets of society. War boards imposed strict rationing of food and fuel so that the Allied troops could be supplied. Government virtually took over the railroads for the movement of soldiers and supplies to ports of embarkation.

People were urged to grow "war gardens" and to contribute extra produce to the war effort. As the men went off to fight, women began replacing them on the factory lines producing war materials.

Church and civic groups volunteered their services to wrap bandages and to knit sweaters and blankets for the troops. Many concerned citizens became Red Cross aides.

Part II: Four Areas of Business' "Home Front Activities"

Business also joined the war effort, rallying with others to lend support to our fighting men. While companies needed to maintain profitable operations if they were still to be in business after the war, many found the time and manpower to be involved in four major areas of home front efforts: (1) activities to raise troops or money; (2) steps to help the country reach specific goals; (3) efforts to raise the collective national spirit and help unify Americans on the home front; (4) wartime production. As part of these wartime efforts, business produced war products for which the government paid prices that were high enough to cover business' costs (including taxes and a reasonable profit). Business also supported drives to promote the national spirit. Leadership on home front causes, as well as manpower for the battlefield, came from all ranks of business and industry.

Additionally, business, along with individual Americans, supported the U.S. Government's Liberty Loan drive which helped pay the country's war costs. This was in addition to the payment of taxes.

This unit of Perspectives covers some of the ways one segment of our society, business, responded to the war effort.

Objectives

Students who participate in this activity will be able to:
1. Identify specific activities and policies of business and business leaders related to the U.S. war effort.
2. Use information gained by examining the original source documents to support hypotheses about the role of business during wartime.
3. Describe how government can alter incentives and influence producers to make different decisions about what to produce.

Suggested Teaching Procedure

Activities

1. To get started, set the scene for students:
— Duplicate the READING sheet. Cut and distribute Part I to the class to read aloud or silently. Or, have students make a tape recording of the text and play it for the class.
— Review the VOCABULARY sheet with students to familiarize them with the terms that will be used in this unit. (This can also be used as a wrap-up or test activity.)

2. With Part I as background, ask the class to "brainstorm" how a business corporation might respond to the outbreak of a major war. Do companies have a responsibility to those who work for the company and those who have invested in the company? What could a company do to help the nation's war effort? What incentive(s) did government need to provide to business in order for a company to be able to produce war goods? Should business leaders take an active and public role? List students' views on the chalkboard or on an overhead. Then ask students to put each idea into one of four "Home Front Efforts":

a. Activities to raise troops or money.
b. Ideas to rally support for wartime goals and deal with wartime conditions.
c. Activities to produce leadership for wartime efforts and help unify Americans on the home front.
d. Activities to produce war goods at the lowest possible price.

Use Documents I-V

3. Have the class study DOCUMENTS I-V and determine which "Home Front Effort" each document illustrates.

(Teacher Note: "Home Front Effort" "a" is illustrated by Documents I and II. The former is the text of a bulletin board notice posted in all Procter & Gamble plants and offices; the latter is a copy of a certificate presented to Procter & Gamble by the U.S. War and Navy Departments.

Point "b" is illustrated by Documents III and IV. Along with the product, the Crisco Ad promoted these popular themes of the day: "Save" and "Don't waste food." The ad carried a message from Herbert Hoover who, in 1917-1918, was heading the United States Food Administration under President Woodrow Wilson and conducting a campaign to save food for people in war-torn Europe. The term "Hooverize", in fact, came to mean saving and doing without.

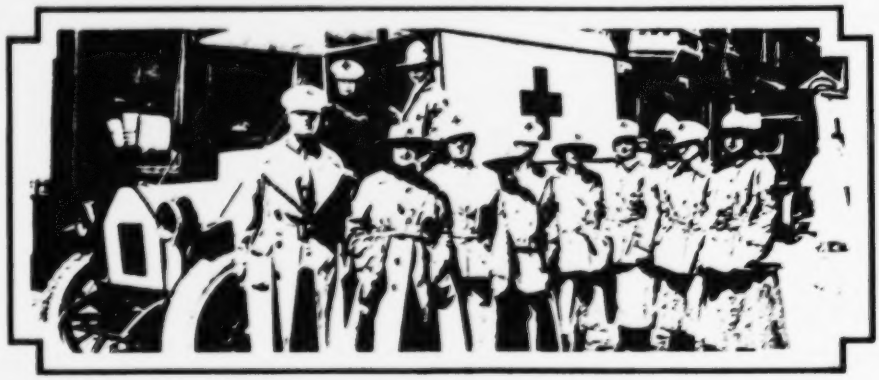
Document IV shows P&G President William Cooper Procter's resolve in dealing with wartime conditions.

Point "c" is illustrated by Document V which summarizes how a group of leading Cincinnati business executives combined skills and resources to conduct an overwhelmingly successful War Fund Campaign for the Red Cross.

Point "d" is illustrated by Documents II and IV which explain, respectively, how morale and productivity were maintained among workers likely to be drafted and the decision of P&G management not to take advantage of its favorable situation.)

a. Divide the class into groups of 4-6 students each.
b. Duplicate and distribute one set of DOCUMENTS I-V to each group or display the documents around the classroom and allow each group time to study them.
c. Allow about 10-15 minutes for the students to examine all the documents and find evidence related to each of the four "Home Front Efforts."

d. Call for reports. Taking one document at a time, have each group point out the evidence that they have discovered related to the four "Home Front Efforts." Some



repetition will occur here, so you may wish to tell the groups to list evidence that has not already been discussed. (As part of the discussion, point out that more than 2,000,000 American soldiers were fighting in France when the war ended. Almost that many were still in training camps throughout the U.S. Raising, equipping, and transporting these soldiers required sacrifice on the part of all segments of society.)

4. To summarize, distribute Part II (READING sheet) to the class and read aloud or silently. Or have students make a tape recording of the text and play it for the class.

RED CROSS

To Draft Cincinnatians

To Drive For $1,000,000 as Queen City's Share.

William Cooper Procter Made Chairman of Chapter.

Toilers To Be on War Basis—William Howard Taft To Speak at Luncheon.

The Executive Committeemen, appointed by Julius Fleischmann, as Chairman of the Cincinnati Chapter of the Red Cross, held their first meeting

Cincinnati Enquirer, June 2, 1917.

5. Using the four areas of Business' "Home Front Activities" as guidelines, select one or more companies in your area and have students report on their activities during World War I. This could include:

a. Inviting representatives to visit your class and discuss the role of businesses in times of national emergency. Students could then interview the representatives about the action of the local company during World War I, as well as World War II, the Korean or Vietnam crisis.

or

b. Assigning students to contact several companies in the local area to ask about their activities during World War I.

or

c. Assigning teams of students to do research in the local library (consulting old newspaper files and local histories), historical society, and newspaper office for 1) news and other reports of special efforts by business during World War I; 2) special efforts by businessmen in World War I activities.

6. Using Document III as an example, ask students to research consumer magazines/newspapers published during World War I years (1917-1918) to study how advertising was used by business, government, other organizations to promote the four major areas of "Home Front Efforts."

Expanded Activities

1. A review of basic economic concepts in the context of various historical periods can provide one or more clues to the how and why as well as the what, when, and where of historical events.

Use Teacher Sheet I

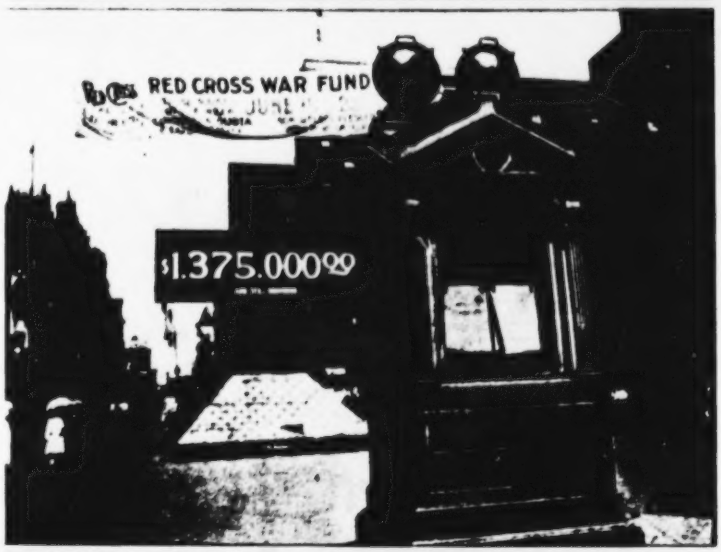
The World War I unit contains examples of economic concepts as "played out" through the experience of one company. For discussion with students, see TEACHER SHEET I.

2. Ask students to list the factors involved in corporate decision-making in times of a national emergency. Students should recognize such concerns as

- the survival and immediate future of the company
- the long-term well-being of the enterprise
- the interests and well-being of employees
- the interest of shareholders, banks, insurance companies, and other financial interests who had invested in the company
- the national interest and the well-being of the general public
- the long-term reputation of the firm's products, in view of current limits on the availability of raw materials.

Ask students to consider how each of the "Home Front Efforts" would be expected to affect the concerns listed above. To do this, list the concerns on the board in the first column under the heading "Concern." Head each of the next four columns with one of the "Home Front Efforts."

Have students consider how each "Home Front Effort" would affect



LIBERTY LOAN RALLY

Music Hall.

MAY 22, 1917.

AMERICA.

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died!
Land of the Pilgrim's pride!
From every mountain side
Let freedom ring.

My native country, thee—
Land of the noble free—
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Our fathers' God! to Thee
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

STAR SPANGLED BANNER.

Oh! say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming.
And the rockets' red glare, the bombs bursting in air.
Gave proof thro' the night that our flag was still there.
O, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

And where is that band who so vauntingly swore,
'Mid the havoc of war and the battle's confusion,

Photographs courtesy of The Cincinnati Historical Society and The Procter & Gamble Archives.

each concern. Use a "+" beside a concern to indicate that a "Home Front Effort" would contribute favorably toward it; a "-" to indicate an unfavorable contribution and a "?" to indicate an ambiguous contribution.

Ask students to rank in order the "Home Front Efforts" in terms of their contributions to all the concerns.

Have students discuss why each of these concerns would be important. Which are most closely related? (Students will probably have several different opinions about this.) How are these concerns related to, or how did they mirror, the concerns and needs of our society in general?

Ask students if conditions existing at a given time influence the relative importance of the concerns mentioned above. (Have students give real or hypothetical examples.)

Project Advisors

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Suggested discussions and revisions for using Perspectives to discuss economic concepts in an historical context were developed by: Dr. Robert J. Highsmith, Director of Research, Joint Council on Economic Education, New York, and Dr. George Vredeveld, Director, Greater Cincinnati Center for Economic Education.

Perspectives units include:

Perspectives Series I:
Cottages to Corporations; World War I; The Great Depression; Reflections of History.

Perspectives Series II:
The Civil War; Coping with Growth (Industry in the Late 1800's); World War II; International Operations.

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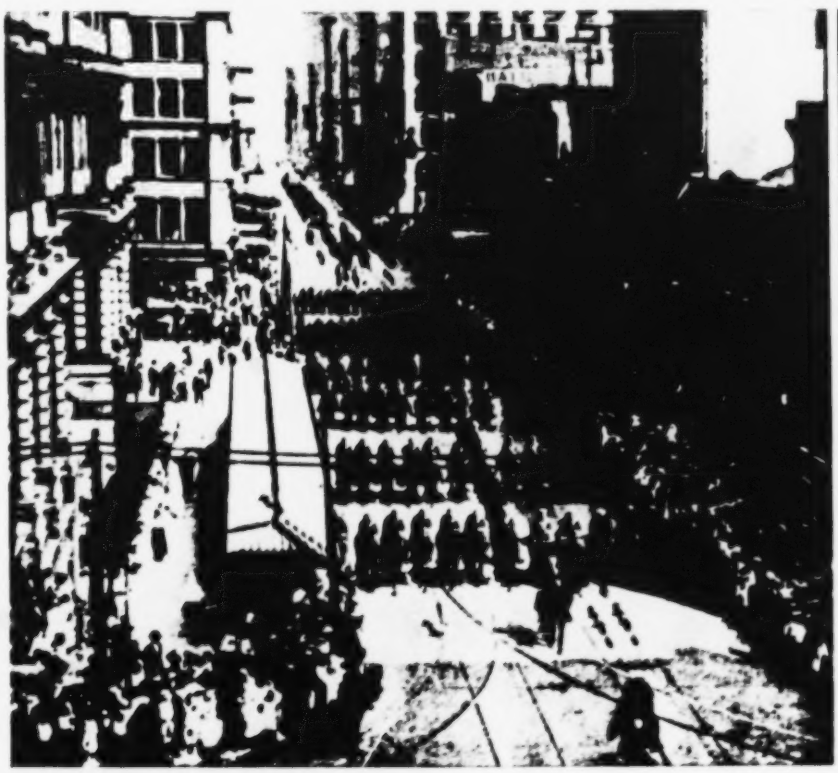

IF YOU Can't Go ACROSS WITH A GUN
COME ACROSS With YOUR Part of the
Red Cross War Fund!
ONE MILLION DOLLARS
CINCINNATI MUST DO HER PART!
WONT YOU HELP "OUT THERE"
RED CROSS WAR FUND

Cincinnati *Times-Star*, June, 1917

PRINTED IN USA
878 BAN

Part I: The Situation

After years of international tension, the 1914 assassination of an Austrian archduke and duchess was the single spark that ignited World War I. The conflict swept across Europe, changing not only boundaries but nearly every interest and characteristic of human life.

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Raising, equipping and transporting the more than 4,000,000 soldiers who would make up our armed forces required sacrifice on the part of all facets of society. War boards imposed strict rationing of food and fuel so that the Allied troops could be supplied. Government virtually took over the railroads for the movement of soldiers and supplies to ports of embarkation.

People were urged to grow "war gardens" and to contribute extra produce to the war effort. As the men went off to fight, women began replacing them on the factory lines producing war materials.

Church and civic groups volunteered their services to wrap bandages and to knit sweaters and blankets for the troops. Many concerned citizens became Red Cross aides.

Cut along dotted line

Part II: Four Areas of Business' "Home Front Activities"

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Additionally, business, along with individual Americans, supported the U.S. Government's Liberty Loan drive which helped pay the country's war costs. This was in addition to the payment of taxes.

TERM	DEFINITION
INTERNATIONAL	—affecting, involving or common to more than one nation (boundaries, treaties, etc.)
ASSASSINATION	—a violent murder of a person (usually someone prominent in a country's government)
ARCHDUKE	—a title of a royal prince of an Empire (in this case, Austria)
IGNITED	—set aflame or heated up (i.e., heat up an argument)
CHARACTERISTIC	—a trait or quality that distinguishes one person or thing from another
SYMPATHIES	—feelings of loyalty, tendency to favor or support a specific cause
MERCHANT SHIPS	—ships for hire, operated to carry freight primarily
SPOILS	—goods or other property taken from an enemy in war
BUCKLE DOWN	—to firmly fasten oneself to a task (as a buckle firmly fastens a belt)
PROFOUND	—lasting and/or significant
FACETS	—the different ways in which a single subject or situation can be viewed
RATIONING	—making scarce things available either equally or equitably in accord with need as judged by those in authority
WAR BOARDS	—special federal agencies set up to direct the economy
IMPOSED	—established as compulsory
PORTS OF EMBARKATION	—places from which troops and/or military supplies are shipped
RALLYING	—bringing together for a common purpose
PROFITABLE	—yielding worthwhile returns or results
COLLECTIVE NATIONAL SPIRIT	—overall mood of the country
COMPLEMENTARY	—serving to fill out or complete
PROMOTE	—advance in station, rank or honor
RANK	—relative standing or position
SEGMENT	—one of the individual parts into which something is divided
APPROPRIATION	—money set aside by formal action for a specific use
INCENTIVES	—rewards, praise, sanctions that get others to take some kind of action
PROFIT	—funds that are available from sales after a business has paid all the basic costs of producing and distributing its goods or services

Teacher's Note:
See other side

Teacher's Note:

The words or terms listed are used in this unit. The definitions shown relate to the use of these words in the context of this unit. Use this list of definitions as a learning guide for students or, by covering the definitions and making copies for students, use it as a wrap up test.

To Men Employees of The Procter & Gamble Co.

Our Government has named Thursday, September 12th, 1918, as Registration Day and asks that all men who shall have attained their eighteenth birthday and who shall not have attained their forty-sixth birthday and who are not already registered, register on that date.

This Company urges that all of its employees to whom this applies register promptly on the date set. We will gladly give information and furnish assistance to anyone who may be uncertain how to proceed.

The time required for your registration will be allowed without deduction from your pay.

THE PROCTER & GAMBLE CO.

Text of a bulletin board sign.

1885

War and Navy Departments

United States of America

This Certifies that

The Procter and Gamble Co.

have assured the War and Navy Departments that they will gladly reemploy everybody who formerly worked with them, and left to serve in the Army or Navy during the Great War.

Secretary of War

Secretary of the Navy

Representing the War and Navy Departments

Teacher's Note: See other side.

Teacher's Note:

Procter & Gamble appropriated $1000.00 per day for each working day from April 6, 1917, to December 31, 1917, inclusive, to cover company contributions to the Red Cross and other civilian agencies backing up the nation's efforts.

In addition, while employees were in the service, P&G paid the difference between military pay and their regular salaries. These employees also retained full pension and benefit rights and, following military service, could return to their former position or to another position of equal salary within the company.

Save-
We want no person in the United States to eat less than is required for good health and full strength, for in this emergency America requires every atom of the productive power of our people. While many can eat less, all of our population can substitute other food stuffs for the few that are vitally needed for export.
—Herbert Hoover.
THE shield of the National Food Administration in over ten million American homes is the seal of a sacred covenant made with their country by patriotic housewives, pledged to help win the war by the conservation of food.
Use other cereal flours and save wheat. Give corn meal and oat meal a larger place in your menus. Use no butter in cooking. Use vegetable fats. Use less sugar.
CRISCO
For Frying For Shortening For Cake Making
Economy and conservation both result from the use of Crisco. It gives the best results for the least expenditure. It is so rich, less is required.
Crisco is the solid cream of wholesome, edible oil. It is always of the same dependable quality. It has no taste, no odor, and gives only richness to foods.
All war-time recipes are made richer by the use of Crisco. Its delicacy improves these additions to your menus. Crisco easily blends with barley, graham, rye and other flours necessary to save wheat. It successfully takes the place of butter. Experience with Crisco has taught millions that to use butter in cooking is both unnecessary and wasteful.
The next time you buy a cooking fat, try Crisco. You can get it in one pound, air tight, sanitary tins, free from all the impurities to which fats sold in bulk are exposed.
CRISCO
For Frying, For Shortening, For Cake Making
A Cook Book for Today
Have you ever seen "Balanced Daily Diet"? Every progressive housewife should own a copy. In this book, illustrated in color, Janet McKenzie Hill, of the Boston Cooking School, tells how to prepare over 150 new and palatable foods for physical strength and mental activity. Your hot weather problems of serving will be solved by the suggestions for well balanced summer meals. Contains the interesting Story of Crisco. Published to sell for 25 cents, we will send a copy for 10 cents in stamps. Address Department D 7, The Procter & Gamble Company, Cincinnati, Ohio.
Food Will Win the War Don't Waste It

Crisco Ad
July, 1918

BACKGROUND NOTE: After America entered the war on April 6, 1917, American materials, including Procter & Gamble products, were shipped overseas to aid the Allied forces. In fact, goods were being shipped in such quantities that shortages of raw materials were throttling many American firms.

But P&G had learned from past wars. It had bought enough raw materials to see all plants through a full year of production. Referring to this, on April 11, 1917, William Cooper Procter, P&G President, wrote to a niece who was also a shareholder:

William Cooper Procter
P&G President 1907-1930

Mary Johnston, niece of William Cooper Procter, served with the Red Cross in France during World War I

April 11, 1917

Dear Mary,

...Procter & Gamble are very fortunate and have enough material to last them a year and could make a great deal of money out of their position, but I am not going to try to do so. We are practically not going to advance prices at all, but base our selling prices upon our cost prices of raw materials and not upon their present value which I think is about $8,000,000.00 more than what they cost. I don't want to make any money out of the war, and I don't want the Company to do so. I am afraid we will have trouble holding our prices down as our orders will be more than we can fill, but I have already told the Procter & Gamble office to notify our trade that we would regulate our shipments as we thought fair and not on the basis of what a man had ordered...

Handwritten text of a letter from William Cooper Procter, P&G President, to his niece, Mary Johnston. Mr. Procter and his wife, Jane Eliza Johnston, had no children. So Mary, the daughter of Mrs. Procter's brother, Alexander, was a favorite of Mr. & Mrs. Procter.

Teacher's Note: See other side.

Teacher's Note:

In effect, what William Cooper Procter was saying in his letter to his niece, Mary Johnston, was that Procter & Gamble did not want to take advantage of its favorable raw material position (mentioned in the letter) and make an excess profit out of the war. In fact, the company's percentage of profit on its sales dollar trended downward between 1916 and 1919:

YEAR	% OF PROFIT
1915	6.8
1916	7.1
1917	5.5
1918	5.5
1919	3.8

If YOU Can't Go ACROSS WITH A GUN
COME ACROSS With YOUR Part of the

Red Cross War Fund!

Greater Cincinnati's share of the $100,000,000 War Fund to which the whole country is enthusiastically giving this week is

ONE MILLION DOLLARS

Your own Happiness is at Stake.

CINCINNATI MUST DO HER PART!

The Boys who are Fighting for YOU and the FLAG deserve the BEST you can give them!

Give to the Team Member who calls on YOU, and GIVE LIBERALLY!
Yours in the Cause of Humanity and the Survival of Liberty.

Executive Committee Red Cross War Fund Council of Greater Cincinnati:

William Cooper Procter, Chairman
[illegible]

The Cincinnati Times Star, June 1917

Teacher's Note: See other side.

Teacher's Note:

President Woodrow Wilson proclaimed the week of June 18-25, 1917, Red Cross Week. A nationwide campaign was conducted to raise $100,000,000. Cincinnati's goal was $1,000,000.

Procter & Gamble, led by William Cooper Procter, grandson of one of the original partners, and other Cincinnati companies rallied to the call.

Mr. Procter chaired the local drive, recruiting other Cincinnati executives who lent their expertise and leadership. Members of the Executive Committee of the Red Cross campaign (listed on Document V) represented a variety of firms within the city — banks, machine tool companies, manufacturing companies, utilities, law firms. All contributed as individuals — and as businessmen, encouraging their fellow-employees to lend support. For example, the Procter & Gamble company contributed $50,000 to the drive; William Cooper Procter as an individual contributed $25,000; employees at the Company's Ivorydale Plant collected $2,973. When the drive ended Cincinnatians had gone over their goal and pledged contributions of $1,650,000.

This action by William Cooper Procter is an early example of one company's support of local activities in a community in which it operated, both by corporate contributions and the volunteer service of its employees.

Working with the local Chamber of Commerce or some similar organization, your students might find it interesting to survey such corporate or company support, past or present, in your community.

USING PERSPECTIVES TO DISCUSS ECONOMIC CONCEPTS AS A KEY TO HISTORICAL DEVELOPMENTS

The World War I unit contains examples of economic concepts as "played out" through the experience of one company. These concepts are highlighted in the following discussion.

World War I can be used to probe this economic concept: *government intervention alters opportunities available to businesses, large and small. Such intervention presents businesses with a new set of reasons (incentives or disincentives) to make additional decisions.*

For example, a manufacturer's decision about what to produce and how would, in normal circumstances, be dictated by such market forces as consumer desires, the manufacturer's expertise, and the activity of competition. However, in national emergencies such as the one this unit discusses, the government can alter these normal market forces in the light of new conditions to which it is reacting. In doing so government becomes a prominent force in a manufacturer's decision making.

The economics implied here concern:

- —the nature of government's ability to influence how a company and the nation as a whole use available resources
- —the relationship between available profits and the decisions made by producers
- —businesses' wartime production of goods and services with fewer resources, i.e., labor, raw material, machinery, etc.

There are, of course, other situations not covered in this unit in which the government can intervene, e.g., those involving human and environmental safety, international trade, the use of national resources, etc.

It is important to help students understand that producers must often respond to different incentives or disincentives during wartime that do not exist under normal conditions in the marketplace. Nevertheless, these temporary new ground rules are in one way or another in a company's best long-term interest. For a return to a healthy economy presupposes a healthy country in which producers can operate once more under normal market conditions in responding to consumer needs and wants. The concept of operating temporarily under new ground rules is further expanded on in the Perspectives unit, The Great Depression. Each Perspective unit presents additional opportunities to discover the "why" as well as the "what" of historical events and conditions.